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NO. 1

SCHOOL LIFE

SPIRIT OF SERVICE MUST BE FOSTERED, SAYS C. R. MANN.

Special Bulletin Reviews National Spirit in War-Time Education and Suggests Ways of Conserving It—Universal Service, Physical Exercise, and Turner Principle Discussed.

"There must be some means of fostering the spirit of service," asserts C. R. Mann in a special bulletin of the Bureau of Education analyzing the means of preserving for peace times the spirit of the schools during the war.

"Perhaps some sort of required universal service may be needed to secure the same result in peace. Or perhaps it may be accomplished by a persistent campaign, like the food conservation campaign, carefully organized in every community and patiently sustained by intelligent cooperation of the schools. Congress will have to decide soon which method is to be followed.

"In the second place, there must be some form of physical exercise and drill that result in fine physical set-up, good coordination, precision, promptness, self-discipline, and the instinctive habit of doing one's best under all conditions as a matter of course. During the war military training proved to be a most effective means for accomplishing these all-important ends quickly and on a national scale. Perhaps there are other ways of securing this result, but the schools hitherto have not paid much attention to them, while military training makes the development of these qualities one of its first aims.

"In the third place, the school work may be made far more impelling if it is organized in accordance with the Turner principle. The Army does this by analyzing carefully each job and leading a man to master it by a series of real questions, problems, and projects that the student must work out for himself. The activities of the household, the community, the State, and the Nation may be treated effectively by this method. The humanities and the sciences lend themselves equally well to manipulation by it. When intelligently used it releases creative

(Continued on page 16.)

ALABAMA SURVEY REPORT NOW BEFORE PEOPLE OF ALABAMA

Bureau of Education Makes Its Report to Survey Commission—Legislation to Be Sought at Special Session—Needs of State as Rural and Industrial Commonwealth Stressed.

A better system of education for Alabama rests with the people of the State. The Bureau of Education has transmitted its report to the special survey commission, with definite recommendations. Whether action is taken will depend on the force of the appeal made by the report to the general public and the legislators of Alabama.

The report is constructive throughout. It does not minimize difficulties or gloss over evils. It is very frank in showing that there are serious deficiencies in the educational system of the State. It is equally frank in pointing out some of the good things that were found. It tells the people of Alabama what the Bureau of Education was asked to tell—the truth; and it maps out a program of betterment based on the needs of Alabama as a rural and industrial Commonwealth eager to give its children every possible opportunity for life in a modern world.

The outstanding needs of the Alabama system are summarized under the following three heads: Greatly increased school support; more efficient instructional and supervisory staff; better adjustment of all teachers' agencies.

In a chapter of the report outlining the fundamental needs of the State, the Commissioner of Education says:

"Any effective system of education must take hold on the life of the people for whom it is designed, and must be such as to make them intelligent about the life they live, the work they do, the social and political units of which they are a part, the forces and laws of the universe with which they constantly deal, and on an understanding of which their welfare and life may depend. The educational system of a democracy must insure to all full, free, and equal opportunity for that kind and degree of education that will develop most completely the native ability of

each and the highest degree of manhood of all, with the fullest possible measure of the sweetnes and light which we call culture. It must prepare for life, for making a living by some form of useful, intelligent, and skillful work, and for the duties and responsibilities of citizenship. It should include body, mind, and soul. Its aim should be individual happiness and social welfare. Its justification is the service of intelligence and good will which results in material wealth, social purity, civic righteousness, and political stability and power. For its support, therefore, it has first an indisputable claim on all the resources of the State and all the wealth of the people. The principles involved in such education are universal, but their application is dependent on local environment and historical conditions.

Education for Agriculture and Rural Life.

"Agriculture has been, is, and no doubt will long remain the occupation and source of support and wealth for a very large part of the people of Alabama. Were the State a one-crop State, limited in possibilities by soil and climatic conditions to a very few crops closely related in nature and in methods of cultivation and harvesting, but growing abundantly in a virgin soil not needing drainage to make it productive or care and skill to save it from erosion and depletion, Alabama's problems of agriculture would be fewer and simpler than they are. Effective methods of cultivation might then be acquired principally by tradition, and this part of the life of the State would depend somewhat less on the work of the schools than it now does. The same would be true if farming were carried on under a feudal system, or under conditions that would permit a few intelligent and well-trained men to direct the work of the many, who would then need only to follow faithfully the directions given by their leaders. But the conditions are, as already shown, far different, and the folly of attempting to carry on the State's chief industry without educational preparation for it has been sufficiently demonstrated.

"With all its rich possibilities Alabama is still in practice, especially in its most fertile sections, largely a one-crop State. In a section in which every acre might with proper drainage be made productive, on which the most modern labor-saving machinery might be used without obstacles of stones or hillsides, which would produce abundant harvests of corn and small grains, clovers, grasses, beans, peanuts, and potatoes, and which has been shown to be well adapted to profitable live-stock growing, white and colored farmers, land owners and tenants, cultivate only a small fraction of

the land, for the most part with the simplest implements and tools, with little or no use of modern labor-saving machinery or of steam, gasoline, or electric power, growing a crop the amount of which is strictly limited to the possibilities of the use of the hoe in an essential part of its cultivation and the sole use of the fingers of the human hand in its harvesting.

"So agricultural Alabama has not grown rich and can not until conditions are changed radically. Only 1 acre in 4 being cultivated and productive, the hard-earned profits of this fourth acre must carry the burden of taxation not only for itself, but for the 3 nonproductive acres also, unless the taxes on the fourth acre are reduced to an amount no larger than the 1 productive acre should pay. So the State, as a whole, does not grow rich from its agricultural lands, nor can it ever do so until her agricultural people, white and colored, are so instructed and trained that they can and will, under their own initiative and direction, as American farmers must, make better and fuller use of her great and varied agricultural possibilities.

Industrial Education.

"The products of the field, of the forests, and the mines of the State may continue to be sold at low prices as raw material or in a low state of manufacture in which the cost of material is the principal element, and labor and skill and taste only minor elements; or they may be changed into products in which skill, labor, inventive ingenuity, and cultivated, productive taste count for much more than raw material and multiply original values many times. Whether the one or the other thing shall take place will depend not so much on capital, which is mobile and which flows readily to those places where abundant raw material and skill and energy exist, and which with a little help is quickly created by these, but rather on the education which the State shall provide for its people in its cities and industrial centers. There is abundant proof that skill and desire and energy and understanding, all the result of education, will attract to the place where they are found both capital and raw material, enhancing the value of both.

"Abundance and variety of raw material and of the sources of power, mildness of climate, and cheapness of living all mark Alabama, and especially the part of it above the line of falls, as the proper home of large and varied industries in textiles, woods, and metals; but these are as yet hardly more developed than is the agriculture of the State, and for the same reason. For industrial knowledge and skill the State has relied

almost wholly on the outside world and has been content, with furnishing its share in unskilled labor at the low price of unskilled labor when there has been a demand for it, and only to the extent of the demand created by those educated and trained elsewhere. As a result the industries of the State have not benefited her own people as they might have done.

Health and Physical Education.

No amount of mental education can make a people efficient, prosperous, and happy if physical development is neglected; nor can any amount of material wealth compensate for lack of health. The warm climate of Alabama, the sluggishness of its streams in their lower courses, and the marshy character of much of the land, yet undrained, give rise to many diseases unknown in other climates and increase the prevalence of others. A recent health survey of the State revealed the fact that an average of approximately one-quarter of all the people are sick all the time. More than a third of the young men examined for admission to the Army were found unfit for full military service. These facts indicate a very large and unnecessary amount of suffering and an equally great loss in productive power. Men unfit for military service are also, to an extent at least, unfit for productive labor. If 500,000 people are sick all the time, as revealed by the health survey referred to, we have some basis for a rough calculation of the cost. Let us suppose only one-half of these are of producing age, a very low estimate, and that the productive power of these would average only \$500 a year if they were well—again a low estimate. We have thus a loss of \$125,000,000 a year in the productive power of this State. Add to this the loss of the time of those who care for the sick and the loss through reduced efficiency of those who have been sick, even after they are counted as well, and to these add the loss through the low rate of efficiency of the hundreds of thousands who have not been fully developed physically and are therefore lacking in strength, hardihood, and control of body, and the \$125,000,000 may well be doubled. A loss too large is this for a State like Alabama to continue to bear, if it can be avoided. And much of it can be avoided. Most of the diseases from which the people of Alabama, and especially the people of the open country and rural villages and towns, suffer are easily preventable, and the open climate, the possibilities of outdoor life, and the great variety and abundance of foods that can be made available, all should contribute to the better health of the people. What is needed is good, sanitary engineering everywhere, a wide knowledge of preventive medicine

NORTH CAROLINA'S BIG PROGRAM FOR HEALTH, EDUCATION, AND SOCIAL WELFARE.

County Boards of Public Welfare for Every County, Better Compulsory Education Law, More Money for Health Work—Social and Recreational Needs to be Looked After by Paid Officer.

County boards of public welfare for every county, with paid superintendents in charge, constitute one of several important measures recently introduced in North Carolina as part of an elaborate program of social construction, health, and education covering the entire State.

Other measures passed by the 1919 legislature provided for a juvenile court in every county; increased appropriations for the care and training of mental defectives; a compulsory school-attendance and child-labor law that requires all children between the ages of 8 and 14 to attend school for the full term and prevents the working of children under 14 years of age in industrial establishments; a six-months school in every district of the State; increase in teachers' salaries of about 50 per cent; and a series of health measures providing for the elimination of some 80,000 insanitary privies at schools and elsewhere, dental treatment of 50,000 school children, increased appropriation for county health work, and instruction in the hygiene of sex.

What County Boards of Public Welfare Will Do.

It is made the duty of the county boards of public welfare to unify, correlate, and develop all the local agencies and mobilize the whole community in the work of providing wholesome living, working, and recreational environments.

According to the new act these boards will visit the public institutions of the

on the part of all physicians, a proper care for the health of children in school and home, instruction in regard to diet and the elementary principles of health, the establishment of right health habits, and such physical education and training as will contribute to health in the Alabama climate and make for strength and bodily control. Such care, instruction, and training should be made an essential part of the work of all schools and the polytechnic Institute, the girls' technical institute, and the university, with its school of medicine, should train sanitary engineers, teachers of health and physical training, and physicians in sufficient number to supply all the needs of the State.

county and make suggestions as to their improvement and economical management. They will study all manner of public welfare and social questions as they arise in the county and not only advise with the county superintendent, but also with all the other officials. Not only will they be concerned with all these questions and problems, but they will suggest and help inaugurate various movements of a constructive nature that seem desirable from time to time.

The Quarterly Bulletin of the State Board of Public Welfare suggests that there should be one woman on the board. The bulletin says:

"The women are now leading in everything in the nature of community progress, and not only should they be represented on the board, but should have a leading influence in all measures designed for the public welfare and improvement. The members should not be selected on account of their church or political affiliations, but solely from a standpoint of usefulness and suitability. When thus selected they will be the recognized leaders in community construction. With a suitable man for county superintendent, and with a devoted county board of charities and public welfare, a county will be able to take care of its social problems in a constructive and efficient way, relieve distress, alleviate poverty, care for neglected children, and promote the general welfare in a way heretofore undreamed of in each county."

Many Ways in Which County Superintendents of Public Welfare Can Be Useful.

"The county superintendent of public welfare has the opportunity to be one of the most useful officials in the county," says the State bulletin already referred to. "There are certain specific things that he must do everywhere. After these are done there are all manner of ways in which he may be useful to the community, and his success and usefulness will depend upon his own skill, energy, initiative, and capacity for leadership. Every community has its own peculiar problems, and with the advice of the county board of charities and public welfare, the county superintendent must study ways and means of solving them. His duties are:

"To act as probation officer to the county juvenile court, if there be but one court in the county, and if more, to be the chief probation officer. In this capacity he must be in touch with all the neglected, dependent, or delinquent children, and under the direction of the court, investigate their surroundings and seek means of protecting them in their own homes or on probation, or of getting them into suitable homes or institutions.

Acts as Chief School Attendance Officer.

"He acts as chief school attendance officer of the county, and to him will be reported by the school officials all children in their respective districts who are not attending school as provided by law. In all these relations he is the next friend of the child and must work always in his behalf. He must find out why parents are not sending their children to school and seek to remedy the cause.

"As probation officer and as school attendance officer looking out for neglected and truant children he will come in contact with the homes of such children. Many of these homes, and no doubt most of them, are homes of poverty, neglect, or shiftlessness, and often objects of charity. He must know when charitable help is needed and when it should be withheld, and other means used.

"He should know of the blind, the deaf, the crippled, and the sick children of the county, and see that proper care and attention is given them, and if they are subjects for institutional care or training that they be sent to the proper places.

"He will study the subject of recreation and amusement and seek to introduce wholesome agencies and to suppress bad ones and to keep out the vicious. He will encourage the establishment of playgrounds and games and aid the officials in the enforcement of the laws against vice and bad conditions generally.

To Make a Better and Cleaner Community.

"He will cooperate with the churches, the schools, and all other agencies and persons who are seeking to make a better and cleaner community. During the six months when the schools are in operation the enforcement of the attendance laws will consume much of his time, for this must be done with tact and discretion and with a view of helping parents to see the error of not doing their best to keep the children in school. The poor, the sick, the afflicted will always be with us, and it will be his duty to understand how far these causes go toward truancy at school, and to seek to remedy them."

AN EDUCATION BILL FOR IRELAND.

Like Great Britain, Ireland is also to have a comprehensive education bill. A committee, consisting of four experts on education, named by Mr. A. Samuels, attorney general for Ireland, is to frame an educational measure intended to link up the primary and secondary schools, establish continuation schools, and create facilities for technical education. The announced hope of those interested is "that in spite of the sectarian differences that prevail in Ireland, the bill will be so framed as to safeguard in every possible way all religious views and tenets."

SHOULD RESULT IN BETTER HOMES.

Final Test of Home-Economics Teaching Is Results in Community, Says Wisconsin Official—Reconstructing the Domestic Science Kitchen.

Is your domestic-science teacher making herself felt in the homes of the community?

This is the final test of the teacher of clothing and foods in any school, according to Miss Helen C. Goodspeed, State supervisor of home economics for Wisconsin.

In her bulletin on "Reconstruction in the domestic science kitchen," just issued by the Wisconsin State Department of Public Instruction, Miss Goodspeed points out that conditions of home-economics teaching have changed materially, and that if the teacher's work is actually to produce results in the households from which her pupils come, the arrangement of the physical equipment and everything else connected with the course must be adapted to local community needs.

Discussing the traditional "hollow-square" arrangement of domestic-science desks, Miss Goodspeed says:

"Any arrangement that brings the girls closer together is more conducive to class discussion than either the hollow square or group arrangement, so that it is suggested that for this 10 or 15 minute period that the class gather about one table, bringing their tools, or that a group of chairs be provided for this purpose at one end of the kitchen, or that the class meet in the sewing room and gather about a long table and after the discussion go

PERTINENT DOMESTIC SCIENCE QUESTIONS.

Is the work adapted to the needs of the community?

Are the pupils cooking in too small quantities for practical home training?

Are live discussions on clothing and food problems going on daily in these classes?

Does the kitchen look like a sanitary, cheerful, and convenient workshop?

Is the teacher dressed in washable dress and apron while teaching lessons in cooking?

Is your teacher making her influence felt in the homes in your community?

into the kitchen for the practical work of the lesson.

"Free discussion on the part of the student is the basis of good teaching in home making. For by this means the teacher learns the different types of homes represented in the class, their various standards of living, and should base her work upon the needs of these families."

The Wisconsin bulletin urges superintendents and principals to take an active interest in the domestic-science work. It declares:

"Experience has shown that some principals and superintendents assume that they are not competent to make suggestions and otherwise supervise cooking and sewing classes. As a result, it often appears that the work is not adapted to home needs, the pace of the classes slow, and the general results unsatisfactory. Superintendents can and should supervise even if the technicalities are beyond them. The general principles of class management are the same in domestic science as in the ordinary classroom and laboratory. The domestic-science teachers need the help and advice of the superintendent."

FELLOWSHIPS IN FRENCH UNIVERSITIES FOR AMERICAN STUDENTS.

Twenty-five to Be Awarded in 1919-20—Students with Industrial Experience also to Be Eligible.

The Society for American Fellowships in French Universities, which in 1917 published a volume on Science and Learning in France, announces that it will award 25 fellowships to qualified American students for the coming academic year 1919-20.

The official announcement states that the society has been organized by friends of French science and learning to "assist in establishing, in its proper place of eminence in the mind of the American public, the standing and repute of French scholarship." It says:

"In order to readjust the true balance, which, for various reasons has long existed in this country in favor of the German universities, it is proposed to encourage the development of a body of university scholars who by personal acquaintance with French achievements will be in a position to restore in all branches of American public opinion the just status of French science and learning and a better appreciation of the place of France in the leadership of the world. It is hoped by such means that those peoples of the world who cherish the same ideals of democracy, justice, and liberty

will come to know each other better, and to cooperate more and more in the realization of their common hopes and ambitions."

College Graduates and Men With Industrial Experience Sought.

The fellowships will be of the value of \$1,000 a year for two years and will be open to properly qualified American citizens whether college graduates or with experience in industrial establishments in work requiring high technical skill. Applications must be sent in by September 1 and the awards will be made shortly after that date.

Mr. Charles A. Coffin is acting chairman of the society and Mr. Myron T. Herrick the treasurer. The secretary, from whom full information may be obtained as to the methods of application and conditions of the awards, is Dr. I. L. Kandel, Carnegie Foundation for the Advancement of Teaching, 576 Fifth Avenue, New York City.

NEW CONTINUATION LAW.

The amended vocational school bill passed by the New York State Legislature is one of the most comprehensive continuation school laws in the United States.

The act provides:

1. That part-time or continuation classes shall be established in cities and school districts having a population of 5,000 or more inhabitants. The cities are required to make the necessary arrangements to begin to operate and maintain such part-time classes on the opening of the public schools in September, 1920, and shall annually thereafter in September open and maintain additional schools and classes so that by the opening of the public schools in September, 1925, a sufficient number of such classes shall have been established to afford the required instruction provided for in the act.

2. That each minor under the age of 18 who is not in regular attendance upon a public, private, or parochial school shall attend part-time or continuation classes for not less than four hours per week nor more than eight hours per week for 36 weeks during the school year. The attendance upon a part-time school shall be between the hours of 8 o'clock in the morning and 5 o'clock in the afternoon.

3. That the Commissioner of Education, in cooperation with the Industrial Commission and the Commissioner of Agriculture, shall make a survey of each city or district to ascertain the industrial, commercial, economic, and social needs of each city or district and the benefits and opportunities to be afforded through the establishment of such part-time or continuation classes.

TEACHERS' COUNCIL FORMED IN WASHINGTON, D. C.

Board of Education Authorizes New Body, Following Request of Teachers' Unions—Councils in Other Cities.

Formation of a council to include teachers and other school employees was authorized by the Washington (D. C.) Board of Education at its meeting on June 12. The teachers of Washington, through their organization, had requested that such a body be formed, and the board had previously indicated its favorable attitude.

The resolution adopted by the board reads as follows:

Resolved, That as a step in the establishment of a closer and more helpful contact and relation between the board of education and the officers, teachers, and other employees in the system, of the board of education approves the immediate formation of a council, to be constituted as follows:

First. The superintendent of schools, the assistant superintendent of white schools, the assistant superintendent of colored schools, and two representatives of the administrative officers;

Second. Five delegates from the high school and normal teachers;

Third. Eight delegates from the grade teachers;

Fourth. Three delegates from all of the other teachers not included in the above groups; and

Fifth. Three delegates from employees not included in any of the above groups.

For Permanent Organization.

The representatives from the several groups above named to be respectively chosen at a meeting open to all members of the groups, and these meetings shall be called to order by the secretary of the board of education and shall then be organized by the group itself.

That all groups electing delegates be requested to confer upon their delegates the power, if it seems advisable to all of the groups, to convert this preliminary organization into a permanent council.

That as soon as notified of the organization above contemplated, the president of the board shall fix a date for a conference between the council and the board of education to consider—

First. The advisability of permanency in organization;

Second. The preparation of school estimates;

Third. To confer with the board generally on matters of policy; and

Fourth. The fixing of regular dates during the year, not less than four in number, for conferences between the said council and the board of education and an arrangement for emergency conferences.

Teachers' Councils in Other Cities.

The requests for a teachers' council followed an investigation made early in 1919 by a special committee of the Washington Teachers' Union, of which Miss Cecilia P. Dulin was chairman. The report described the operation of teachers' councils in Boston, Chicago, Cleveland,

Minneapolis, New Britain, New York, St. Paul, and a few other cities.

Problems for the Teachers' Council.

The report defines the teachers' council as an advisory body of teachers called to confer with the superintendent. It enumerates as among the questions to be discussed by the teachers' council changes in courses of study and textbooks, sanitation of buildings, discipline of pupils, salary increases and schedules, and substitute service; and it suggests that for discussion of subjects like these the teacher members of a council bring firsthand knowledge and experience that are invaluable.

What Makes an Effective Council.

In discussing the factors that make an effective council, the report says:

"To be effective a council must be invested with power conferred by the administrative office. Therefore the initiation of a council must proceed through invitation from the superintendent or board of education.

"In most instances where councils exist there has been enthusiastic and hearty cooperation between the teaching body and administrative powers. There has been some friction and disagreement, resulting usually, however, in conciliation or compromise.

"The superintendents and boards empowering councils report generally that the conferences bring great help to them, and cooperate most enthusiastically and intelligently with the administrative office. Superintendent Spaulding, of Cleveland, in an article in the October School Review, speaks highly of such cooperation and its advantages. He inaugurated two councils—Minneapolis in 1914 and Cleveland in 1917. Superintendent Jackson, of Minneapolis, says: 'I would say that the educational council was of more help to the superintendent than to the teachers. It keeps the superintendent in

touch with the teachers, as the representatives hold meetings of their constituencies after each meeting of the council, reporting and getting advice, so that the superintendent and his assistants are made aware of the teachers' opinions.'

"Where adverse criticism is given of councils it is along the following lines: Too little interest exhibited by the mass of teachers in instructing their council representatives; a lack of balance in the representation of the various groups, one group, such as elementary schools, having many more representatives than the high-school group; and too little initiative in the introduction of discussion. These flaws in the council movement can easily be eliminated before organizing by carefully surveying the conditions which exist in a school system."

It is very gratifying to note the attitude of mind and the action of many boards of education in Wisconsin in relation to the salary question. The little city of Middleton, for example, has increased the salary of high-school teachers from \$90 a month to \$125. Stoughton asked the superintendent to surrender his contract for next year and accept in its stead a contract at an increase of \$400. His salary, as agreed upon for the next three years, will be \$3,200, \$3,400, and \$3,600. It is reported that Edgerton will pay the superintendent \$3,300 next year and \$3,600 the following year. Two Rivers will pay \$3,250. Many country districts have almost, if not quite, doubled salaries.

These are merely illustrations and indications. This is as it should be. We have to-day an inflated currency which makes the dollar worth only about half what it was worth but a short while ago. But even before this took place salaries were much too low.—*Wisconsin Educational News Bulletin*.

Teachers' Councils in Various Cities.

(From "Teachers' Councils," a report by the Grade Teachers' Union, Washington, D. C., 1919.)

City.	Date.	Number of teachers.	Number in council.	How empowered.	How elected or chosen.	Meetings.
Boston.....	1918	3,300	22	By superintendent, who is a member.	President of 22 teachers' organizations are members.	1 each school month.
Chicago ¹	1913	7,000	74	By superintendent.	Teachers were divided into 74 groups, each electing 1 member to council.	On call of superintendent.
Cleveland.....	1917	3,500	26do.....	Groups elect members by ballot.	3 each semester.
Minneapolis...	1914	1,600	41do.....	Election of members directly by groups.	6 a year.
New Britain..	1911	300	50do.....	Election of members by groups.	1 each month.
New York....	1913	23,000	45	By board of education.	Members of groups elect 2 or 3 delegates to a conference, which elects members of the council.	1 each school month.
St. Paul.....	1913	1,000	12	By charter from city government.	Groups elect members to council.	Do.

¹ This council went out of existence when Ella Flagg Young was removed from office.

TWENTY-TWO NORMAL SCHOOLS AND COLLEGES SHARE IN UNITED STATES SOCIAL HYGIENE FUND.

Interdepartmental Board Announces Awards—Will Study Educational Value of Motion Pictures Used in Anti-vice Campaign.

Twenty-two normal schools, colleges, and universities in 19 States had, up to June 21, had their applications approved for aid from the educational research and development fund of the United States Interdepartmental Social Hygiene Board. The money is given for the purpose of organizing or completing the organization within those institutions of "Departments of hygiene, the curriculum of which shall include courses and conferences in informational hygiene, and courses, conferences, and training in the applications of hygiene, emphasizing with appropriate and due proportion and with proper tact and persistency the serious importance of the venereal diseases, their causes, carriers, and prevention; and emphasizing at the same time the other important facts and applications of general hygiene, individual hygiene, group hygiene and intergroup hygiene."

The list is as follows: University of Utah, Salt Lake City, Utah; Alcorn A. & M. College (colored), Alcorn, Miss.; Woman's Medical College, Philadelphia, Pa.; Harvard University, Cambridge, Mass.; University of Missouri, Columbia, Mo.; Colorado State Teachers' College, Greeley, Colo.; New York State Teachers' College, Albany, N. Y.; Cornell University, Ithaca, N. Y.; University of South Carolina, Columbia, S. C.; Northwestern University, Evanston, Ill.; University of Pennsylvania, Philadelphia, Pa.; State Normal School, Cheney, Wash.; Milwaukee State Normal School, Milwaukee, Wis.

Will Study Sex Films.

An appropriation was made from this same fund to the Johns Hopkins Psychological Laboratory for an investigation of the informational and educative values of certain motion-picture films that are being used in the campaign against venereal disease. This investigation is to be carried on under the direction of Dr. John B. Watson and Dr. Knight Dunlap, in cooperation with Dr. Adolf Meyer, of the Johns Hopkins Hospital, Dr. S. I. Franz, of the Government Hospital for the Insane, and Prof. R. S. Woodworth, of the Psychology Department of Columbia University.

The membership of the board is as follows: Carter Glass, Secretary of the Treasury; Newton D. Baker, Secretary

of War; Josephus Daniels, Secretary of the Navy; Lieut. Col. W. F. Snaw, Medical Corps, U. S. A.; Lieut. Commander J. R. Phelps, Medical Corps, U. S. N.; Asst. Surg. Gen. C. C. Pierce, United States Public Health Service; Thomas A. Storey, executive secretary, (1800 Virginia Avenue NW, Washington, D. C.).

REPORTS ON GARY SCHOOLS AVAILABLE.

The General Education Board announces that any of the volumes of the reports constituting the Gary survey will be sent free of charge on application to the board, 61 Broadway, New York City. The list of reports is as follows:

The Gary schools: A general account by Abraham Flexner and Frank P. Bachman.

Organization and administration. George D. Strayer and Frank P. Bachman. **Costs.** Frank P. Bachman and Ralph Bowman.

Industrial work. Charles R. Richards. **Household arts.** Eva W. White.

Physical training and play. Lee F. Hamner.

Science teaching. Otis W. Caldwell. **Measurement of classroom products.** Stuart A. Courtis.

The board has also announced for immediate publication and free distribution the following:

Public Education in Delaware: A survey of the schools of Delaware, with an appendix containing the new State educational code passed by the legislature as a result of the survey.

DO YOU KNOW

That Maryland ranks 32nd in illiteracy among all the States?

That a large proportion of our schools are a reproach to a self-respecting State?

That there is an appalling scarcity of trained teachers?

That Maryland ranks 33rd among all the States in her number of high school students?

That while she ranks 6th in the length of school year, she stands 34th in average attendance?

That because 73,000 children, for whom instruction had been provided by the State, were absent from school last year, the cost of teaching those who were present was increased \$12.00 per child?

That Maryland spends only 19 cents in each \$100.00 of estimated wealth for public schools, when the average for the entire United States is 25.7 cents?

That Baltimore spends only \$34.09 for each pupil in average attendance, when the average in cities of 100,000 inhabitants and over throughout the country is \$51.28?

That the average salary of a county teacher is only \$530.00, and that of a city teacher only \$866.00?

That Maryland ranks 34th in average expense per capita of school population (5-18 years), expending only \$14.64, as against an average elsewhere of \$22.91?

That Baltimore teachers taught more children last year than they did the year before, and for \$30,000 less salary?

That Maryland has had a compulsory school attendance law only since 1916, and that in both the subsequent special and regular sessions of the General Assembly determined efforts were made to annul it?

WHY STAND IN OUR OWN LIGHT?

ISSUED BY THE MARYLAND FEDERATION OF WOMEN'S CLUBS.

How Maryland calls attention to its educational needs. (Reduced facsimile of circular distributed by the State Federation of Women's Clubs.)

SOUND BUSINESS TRAINING FOR ENGINEERS.

Conference Emphasizes Need for Both Types of Education and Experience.

Resolutions adopted at the conference on business training for engineers and engineering training for students of business, which was held in Washington June 23-24, put this important group on record as in favor of sound business training for engineers. The resolutions were as follows:

1. Industrial and commercial development has created a demand for men with technical engineering training and business ability. Manufacturing industries are seeking engineers to qualify to serve in capacities requiring sound business training. Banks and brokers also need men with business training and the engineering point of view. This need is rapidly increasing and bids fair to demand a large number of technically trained men for both domestic and foreign commerce.

2. In order to meet this demand the economic phases of engineering subjects should be emphasized wherever possible in engineering instruction. This may be done by emphasizing the problems of values and costs in the regular technical work and by introducing or extending courses in general economics, cost accounting, business organization, and business law into the engineering curricula. These courses should be designed particularly to meet the needs of the engineering student.

3. The engineering phases of economic subjects should be emphasized wherever possible in commercial instruction. Students in commercial courses should also be given opportunity to take special courses in the basic principles and practices of engineering, so that they may understand in general terms the operation of power plants and transportation systems from the engineering point of view.

4. It is also urged upon all institutions with departments in engineering and economics or commerce that they consider some plan of co-ordination to develop a course in preparation for those careers wherein practical training in modern languages, in the essentials of engineering, and business theory and practice have been found to be both helpful and necessary.

Need for Well-Trained Engineers.

In discussing the conference Dr. Glen Levin Swiggett, of the Bureau of Education, under whose direction two preliminary conferences on this subject have been held, stated that its purpose was to direct public attention at this time to the positive need in our country for an increasing supply of well-trained young engineers to enter upon business careers, with promotion in the direction of industrial and commercial management. "In large-scale industrial production and commercial enterprise," says Dr. Swiggett, "the man of the future most helpful in eliminating waste of machinery, materials, and men, overcoming the present shocking percentage of loss in these three things, is the man whose training represents a combination of the essentials

INFLUENCE OF KINDERGARTEN ON AMERICAN SCHOOL.

Freedom to Experiment Left Important Results, Says Bureau Bulletin—Value as Part of Whole School Should Be Increased—Need for More Fundamental Coordination Between Kindergarten and Grades.

"The kindergarten has exerted a marked and lasting influence upon the spirit and methods of the school," asserts Bulletin 1919, No. 16, of the Bureau of Education, which contains the report of the International Kindergarten Union on "The Kindergarten Curriculum." "That influence is due in part to the fact that in the early years of the kindergarten movement kindergarten teachers were allowed freedom to work out their own ideals and methods. The value of the kindergarten as an institution has been amply demonstrated. As an organic part of the school as a whole, however, its value can be appreciably increased. In order to realize this greater value, its work needs organizing so as to show how its own lines of work form the foundation of that which is to follow. This doubtless implies some reorganization of its own work and also of that of the first grade.

Age 4 to 8 One Period.

"The present-day conception is that the period from 4 to 8 years in a child's life is psychologically one period, and that the methods of both kindergarten and first grade should possess the same general characteristics. Where this conception is logically carried out, there is no break between kindergarten and first grade. Where the break exists, it is evident that either the one or the other lacks the right foundation, or that the work of the one has not been organized with reference to the work of the other.

"The fact that a more fundamental coordination between the kindergarten and the first grade is needed is increasingly recognized, and some valuable beginnings in this direction have been made. Much remains to be done, however, and the problem seems to be one for the kinder-

of engineering and a knowledge of the fundamentals of business practice.

"There is some objection to the use of the term commercial engineer for this new type of trained engineer, but our committee has discovered through two preliminary private conferences that many universities and colleges have already felt the demand from industry and commerce, and are endeavoring in some way to meet it with the coming school year."

garten-primary supervisor to solve in cooperation with both kindergarten teachers and primary teachers.

Lack of Common Viewpoint.

One of the difficulties that such supervisors meet in attempting its solution is the lack of a common viewpoint on the part of the two groups of workers. The first step, therefore, is to increase the acquaintance of both groups with present-day educational theory and its implications as to methods in both the kindergarten and the first grade. Several books have been written recently that will further this acquaintance. These interpret the work of the grades to the kindergarten teacher more adequately than they interpret the work of the kindergarten to the grade teacher. An understanding on the part of each group of the work of the other is essential, however, if the desired coordination is to be effected.

It was because of this feeling that a better knowledge of the kindergarten on the part of school people is necessary to enable kindergarten teachers to do their own best work and to make possible the needed coordination, that the advisory committee to the kindergarten division of the Bureau of Education undertook to organize a curriculum showing in some detail the aims, methods, and results of kindergarten education in its several aspects. The group of kindergarten teachers to whom the task was delegated believe a restatement of aims and methods in terms of present-day educational theory to be essential to its fullest accomplishment. They hoped that such a statement would enable kindergarten teachers who are still following traditional methods to see their work in a new light and to understand the reasons for the changes now advocated in kindergarten material and methods. They hoped that the statement would aid primary teachers to see the psychological basis for kindergarten procedure, and show them wherein their own methods might need changing in order to secure real continuity of experience for the child during these early school years.

A first-hand account of the College of Agriculture in the soldiers' university of the A. E. F., at Beaune, France, is given in the June 18 issue of the Weekly News Letter of the Department of Agriculture.

Health and a good constitution are better than all gold, and a strong body than wealth in great measure.

—Ecclesiastes.

NO HIGH-SCHOOL OPPORTUNITIES FOR THESE CHILDREN.

Teachers of Tioga County, N. Y., Find Half Their Children Not Within Reasonable Reach of High School—"Far from Democratic," Says Supt. Goodrich.

Of the 919 pupils between the ages of 5 and 18 living in the second supervisory district of New York State (Tioga County), 522 live so far from a high school that it is impossible for them to attend and live at home, according to a survey of the district conducted by the teachers. In discussing the findings of the survey, Supt. M. Delos Goodrich says:

"Parents very properly feel that they should know where their children are at night, and they object to sending them away to high school. As a result we find boys and girls after reaching the sixth grade losing interest in their studies because they see the difficulties in the way of a high-school education. Retardation becomes apparent, pupils call for working papers and pass down to the younger pupils a feeling of discouragement.

"The teacher tries hard to combat this situation, but after repeated failures to urge pupils onward comes to the conclusion that it is useless.

"Conditions are far from democratic when pupils in one school are deprived of the educational advantages offered in other districts, and these conditions will never be righted until every boy and girl is offered a high-school education within walking or driving distance of his home."

Pupils Not Staying in School.

The data compiled by the teachers show that 204 of the 919 pupils live within walking distance (less than 2 miles) from high school, and 193 within driving distance (2 to 4 miles from high school), while 173 pupils live at a distance of between 4 and 6 miles, 249 pupils between 6 and 8 miles. Over 100 pupils actually live more than 8 miles from high school.

As a result of the handicaps involved in distance, 109 pupils under 18 left school last year, as compared with only 67 who entered high school.

Training is becoming more and more a recognized necessity for every well-organized industrial establishment. Very simple processes have slight need of it; but no process, no matter how simple, but will be better for well-thought-out methods of training.—Frank L. Glavin.

SCHOOL LIFE

Official Organ of the United States Bureau of Education, Department of the Interior.

Franklin K. Lane, Secretary of the Interior. P. P. Claxton, Commissioner of Education.

Terms: **SCHOOL LIFE** is mailed free to State, city, and county superintendents, principals of high schools, and a few other administrative officers. Additional subscriptions, 50 cents a year.

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NO ONE GUILTYLESS.

Last issue's stories of school needs involved Maryland, Delaware, and Porto Rico. This issue center about New York and Alabama. It will come as a revelation to many that in the great Empire State, with all that it is doing for education, there are still districts where more than half the boys and girls are not within such distance from high school as to be able to reach it every day.

No State—no community—can afford to feel that, no matter what other States may be, its education is superlatively good. There are very low teacher salaries in Massachusetts and New Jersey as well as in Georgia and South Carolina; there are children without schools in Montana as well as Mississippi; and all the States can show extremes of good and bad education that indicate how much progress is still to be made.

OHIO TEACHERS SEEK TENURE-OF-OFFICE LAW.

Resolutions signed by every teacher in Hamilton County, Ohio, the county in which Cincinnati is located, have been presented to the Ohio Legislature asking the enactment of a tenure-of-office act to take the place of the present one-year contract system.

Without regard to what the local conditions may be, the teachers are clearly in line with modern educational opinion in asking permanency of tenure. Survey reports made by the Bureau of Education have quite generally assumed the necessity for a tenure-of-office law as a fundamental measure of protection for the teaching profession.

Teachers' retirement systems, now in operation in a majority of the States, make necessary a tenure-of-office act. As the teachers say in their petition:

"Dismissal entails a hardship on teachers at any time, but becomes doubly severe when it deprives them of their pensions, which are nothing more than deferred salary payments that have been counted upon as a protection in old age

and as a measure of compensation for the meager salaries received. Subserviency causes discontent among teachers, makes teaching unattractive to Americans, and compels the most efficient teachers of character, initiative, and ability to leave the field of teaching and to enter other lines of work, where the whim of a single individual can not deprive them of a livelihood."

THE STUDY OF ENGLISH IN ENGLAND.

President Fisher, of the British Board of Education, has appointed a departmental committee to inquire into the position occupied by English language and literature in the educational system of England, and to advise how its study may best be promoted in schools of all types, including continuation schools, and universities and other institutions of higher education, with special regard to (1) the requirements of a liberal education; (2) the needs of business, the professions, and the public service; and (3) the relation of English to other studies.

This move is of great significance, coming as it does just at the time when continuation schools are most in the public eye, and when the traditional status of the classics is steadily declining in secondary education. It is evident that the study of English, both from the literary and the scientific points of view, is ideally suited to take the place of the classics. As has long been seen in America, France, and Germany the teaching of English needs scientific training as much as any other branch of study. England has only recently awakened to the imperative need of trained teachers of English. The London Journal of Education finds in the question a number of points vitally related to other lines, all of which are of extreme value to American teachers and pupils alike: "Is it more essential, for instance, that the teacher of English should know the origins of the English language, or the literary influences from the classics and the renaissance, on English literature? Can history and literature be brought into closer relations in

The records show that the people of this country pay more for chewing gum than for schools; and that there are quite a number of fathers who will display more bad temper over buying their children a 50-cent arithmetic for a year's use than over a week's supply of tobacco.

—Hon. M. L. Brittain,
State School Superintendent,
Georgia.

the school curriculum than at present? How much grammar is necessary? Couldn't oral composition and drama and debate do something to cure our national aphasia? How can the preparatory schools improve their English teaching? How can the school essay be redeemed from barrenness? How can examinations be made a test of English study without destroying the love of literature?"

IMPRESSIONS OF A FRENCH SCHOLAR.

Prof. Charles Cestre, one of the distinguished French scholars, who visited American educational institutions during the war, was much impressed with the solemnity of his reception at many of the places he visited, especially on occasions when he was escorted to the platform to address the student body, after which the assemblage would sing the *Marsellaise* and then the *Star-Spangled Banner*. His impressions are duly recorded in a recent issue of the *Revue Internationale de l'Enseignement*.

At the University of Michigan M. Cestre was present at the "swing out," when the seniors donned their academic garb. At Yale the professors and graduate students gave a smoker ("soiree ou l'on fume") in honor of the visitor. At Colorado College he was invited to speak in the chapel on the moral heroism of France.

"At Lincoln, a city of Nebraska," says M. Cestre, "I was in a locality where many German immigrants had settled. On the cards pinned to the guests I read such names as Goldman, Fettermann, Eiche, etc. I turned toward the president and expressed my apprehension, intimating that it would perhaps be well to be discreet in this gathering and not give too free course to my French thoughts. 'Not a bit of it. Say whatever you have to say as frankly as you wish. All these German-Americans are good citizens.' Then I spoke about Alsace and Lorraine without hesitation or reserve. Not only was my speech roundly applauded but those present arose and tendered me an ovation with ringing hurrahs."

In Tacoma, Wash., the minister of the First Congregational Church invited Cestre to be the speaker at the forum—"that is to say, a public gathering where, after the address, questions were to be put to the speaker." The reverend gentleman had invited French officers from the neighboring camp to attend the meeting. In the fervor of the enthusiasm for France the questions were omitted, and M. Cestre "had to remain on the platform to shake the innumerable hands extended to him as a sign of amity."

At the University of California Prof. Cestre received the degree of LL.D. In

THE UNITED STATES BUREAU OF EDUCATION

IN WASHINGTON	
Officers	14
Specialists	77
Clerks	133
Messengers	11
Total	235
Collaborators	380

1. Clearing house of educational facts.
2. A medium for educational opinions.
3. A source of educational advice.
4. Means of educational propaganda.
5. Agency for educational research.
6. Means of educational extension and help.

IN THE FIELD	
Alaska School Service	-
Seattle Office	5
Superintendents	4
Teachers	121
Physicians	8
Nurses	11
Total	150

THE COMMISSIONER OF EDUCATION

22 DIVISIONS

HIGHER EDUCATION

Studies colleges and universities and advises their officers; supervises expenditures of independent colleges.

CITY SCHOOLS

Advises city school officers about administration; supervision; courses of study; etc. Makes special surveys as requested.

RURAL

Researches in practice and administration; influences in states; 300,000 teachers; 12,000,000 pupils.

VOCATIONAL EDUCATION

Investigations; publications; and conferences on industrial education, vocational education, home economics.

SCHOOL HYGIENE

Advisory work in all lines of hygiene and sanitation; cooperation with other public and semi-public agencies.

FOREIGN EDUCATIONAL SYSTEMS

Brings educational experience of all the world to American teachers.

HOME EDUCATION

Fosters adult education; advises in training of children; promotes cooperation between home and school.

RACIAL GROUPS

Labors in behalf of 2,000,000 negro children in 17 southern states only 50 per cent are in school.

COMMUNITY ORGANIZATION

Promotes organized cooperation in all appropriate community purposes, including education in citizenship.

CIVIC EDUCATION

Encourages better preparation for citizenship.

EDUCATIONAL EXTENSION

Brings all school resources of the nation to folk not in school.

AMERICANIZATION

Helps immigrants into loyal American citizens.

SCHOOL GARDEN ARMY

3,000,000 school children; members of the army; produce \$50,000,000 worth of food in 2500 cities.

SCHOOL BOARD SERVICE

Helps find good teachers for 50,000 vacant places.

ALASKA

Education and supervision of Alaskan natives; and administration of Reindeer service for their benefit.

ACCOUNTING

Handles and audits accounts of appropriations; total, \$948,280.

STENOGRAPHIC

Prepares 3000 letters per month; reports meetings and gives general clerical service.

SUPPLIES

300,000 addressograph plates; directory of 31 schools.

LIBRARY

Serves staff of Bureau and investigators; students and teachers throughout the country.

STATISTICS

Collects, compiles and interprets statistics from 35,000 institutions with 23,000,000 students.

INFORMATION

Issues "School Life" a semi-monthly national school paper; gives school news to the press.

EDITORIAL

Supervises preparation and directs distribution of printed documents; Aggregate circulation 400,000 copies in 1918.

Chart Showing Organization and Activities of the Bureau of Education.

(From Education Exhibit, Interior Department Exposition, May, 1919.)

conferring it, President Wheeler spoke of "the living embodiment of a new, quickened friendship between old friends," and the French scholar concludes the account of his impressions with the comment: "The Americans brought to France the faith of their youth so much like our own, the confirmation of our ideal, the comfort of profound sympathy, and exalted confidence in France."

SCHOOL DENTAL CONDITION IN ENGLAND.

"The dental condition of the school children throughout England and Wales remains very serious," says the 1917 report of the chief medical officer of the Great Britain Board of Education, recently issued. "It is estimated by authorities throughout the country that of the total number of children on the registers of elementary schools, approximately 6,000,000, not less than half are in need of some dental treatment, and a substantial number of them are urgently so. During the last few years a large body of data has been collected by the board in regard to the prevalence of dental decay among school children. Much, of course, depends upon the standard of examination. Speaking generally, the dental examination conducted by medical officers yields a lower percentage of decay than that conducted by expert dentists. The dentists not only have a somewhat higher standard of what constitutes decay, but their examinations of the teeth

with probe and mirror are, of course, more thorough. In many areas it is found that of the children within the specified age group (6 to 8 years) inspected by the dentists as many as 70 to 80 per cent require treatment. Some figures, for example, taken from the dentists' reports for 1917 show the following percentages of children this age who require treatment:

	Per cent.
Acton	86
Dewsbury	93
London	79
Leeds	87
Liverpool	80
Rochdale	94
Southport	97
Sunderland	93
Whitehaven	89
Wrexham	99

"It will be understood that these figures include all degrees of caries. Perfect dentition, like perfect health, is exceptional. Speaking generally, however, it must be said that a degree of serious and disabling dental defect is extremely common."

EDUCATION NO LONGER A LOCAL ISSUE

[From the Richmond Virginian.]

The number of illiterates who came into Camp Lee from Virginia was appalling. Fine men they were, by every right of inheritance from those sturdy pioneers who, 300 years ago, carved out a place for themselves in the wilderness. And they could neither read nor write

because the great State and the Nation founded on equality of opportunity had left education to be handled largely as a "local issue." In the camps they met many foreigners unable to speak our language, but they met other sons of the foreign-born, the first generation in this country, and these latter, because they had landed in Boston or New York or some other rich port where the schools were the pride of the city, these first-generation Americans were educated, the products many of them of the best high schools of the land, many of them university graduates in full possession of all the benefits of this land of equal opportunity. Suppose they did have to live in crowded quarters, education was worth it, and so the "local issue, education," has its share of blame in creating the slums of large cities and their opportunities for exploitation, for no immigrant father and mother, much as they desire country life, will willingly take their children away from the educational advantages of the great city and bury them in the ordinary country school.

The nation can no longer exist part learned and mostly ignorant, for the problems of reconstruction will call for the votes of all men, and many women, and can not be solved wisely by an uneducated electorate. The continuance of our representative democracy depends on our making good those ancient pretenses of equality of opportunity and on thinking of education in the terms of the Nation and not of distinct localities. Virginia must do its share.



U. S. School Garden Army

GARDEN ARMY HOLDS RECORD FOR BIG THINGS IN CENTRAL STATES.

The Central States division of the United States School Garden Army, including Ohio, Indiana, Illinois, Iowa, Nebraska, North Dakota, South Dakota, Minnesota, Michigan, and Wisconsin, reports an enrollment of more than 600,000 school children. This is said to be the largest assemblage of children ever organized to do a specific piece of work in this territory.

Each child enlisting in the U. S. S. G. Army has pledged itself to work in a garden, and arrangements have been made by the school authorities in these States to see that the work of the children is properly supervised. More than 6,500 garden directors have been engaged to direct the work in the local communities. In many localities the authorities of the public, private, and parochial schools have united in employing the same person to act as director of the garden work in the community.

Governors, State superintendents of education, and food administrators in the Central Western States division of the garden army have joined hands with the United States Bureau of Education in this national movement of the United States School Garden Army, which has for its goal the production of approximately \$100,000,000 of foodstuffs in 1919, and the cultivation of 100,000 acres of land that would otherwise be nonproductive.

The State Board of Agriculture of Ohio has set aside \$1,500 to be awarded as prizes to the young gardeners of the U. S. S. G. A., at the Ohio State Fair, at Columbus, for the purpose of encouraging the little soldiers of the school garden army, and the "busiest corner in Cleveland," namely, Ninth Street and Euclid Avenue, is now the scene of a "demonstration garden." Here are shown plans for succession and "companion cropping," methods of making compost heaps, proper way of transplanting plants, liming of soil, and methods of protecting plants against frost and insects.

Evidencing the cooperation that is being effected in the State of Iowa is the fact that the Cedar Falls State Normal College will have a special course this summer during County Superintendent

week, July 4-11, setting forth the value of the gardening classes.

Gov. Cox, of Ohio, and Gov. Goodrich, of Indiana, have addressed letters to the superintendents of schools in their respective States, asking them to join hands in the garden movement of the United States School Garden Army. The superintendent of public instruction in Illinois, through letters addressed to school officials, has given great aid to the United States School Garden Army movement, and Supt. Hines, of the Department of Public Instruction, Indiana, by official communication to the school men of the State has done much to promote garden work in Indiana.

In Michigan the United States School Garden Army, by agreement with the State agricultural authorities, is organizing children in the elementary grades of towns, villages, and cities. The State Council of Defense of Wisconsin, through its representative, is cooperating with the school officials of the U. S. S. G. A. in enlisting thousands of children in the garden army. Minneapolis is leading all cities in Minnesota up to the present time in enlistment in the U. S. S. G. A., and Detroit, Mich., is reorganizing its gardening plans with a view to doubling the number of enlistments.

The State Department of Education in Nebraska and the officials of the agricultural college have done much to increase the number of school gardeners. North Dakota and South Dakota, while having a comparatively small number of children, have secured excellent results in gardening. Several Congressmen in these States have given their quotas of garden seeds, furnished by the Government, to the school children having gardens.

NORTHEASTERN STATES HAVE 400,000.

The States comprised in the Northeastern Division of the United States School Garden Army, including Massachusetts, Maine, New Hampshire, Pennsylvania, Rhode Island, Delaware, Maryland, and Vermont, report an enrollment of nearly 400,000 children in the United States School Garden Army, each child having undertaken the study and practice of gardening under school supervision for the season of 1919, determined to aid in

reaching the garden army goal of the production of \$100,000,000 in foodstuffs.

In Massachusetts Boston leads the way, with Springfield, Worcester, Fitchburg, Fall River, Brookline, Newton, Cambridge, Chicopee, Lowell, Haverhill, Lawrence, Holyoke, Lynn, New Bedford, Newton, Pittsfield, Quincy, Somerville, Taunton, Winchester, Waltham, and other towns piling up the enlistments by the thousands. The famous "Boston Common" is now the scene of demonstration gardening, as the school authorities of Boston, cooperating with the United States School Garden Army directors, are establishing and maintaining a series of demonstration gardens on this historic Common, where children from near-by schools are carrying on the work of producing food for themselves and their families. It is expected that teachers from throughout the country will visit these demonstration gardens when in Boston this summer.

Practically every city and town in New Hampshire has organized definitely for garden work, with enthusiastic children wearing the insignia of the U. S. S. G. A., a service bar with the crossed hoe and rake. New Hampshire's State superintendent of instruction has adopted the garden army organization as the definite plan for garden work to be done in the "Granite State." The State board of education at a recent meeting directed that gardening instruction shall become a permanent part of school work. Larger cities, like Manchester, Concord, Nashua, and Keene, have children enrolled in the garden army by the thousands, while the smaller towns and cities have hundreds in the garden army companies. Seven per cent of the entire population of New Hampshire is enrolled in the U. S. S. G. Army.

In Maine, a similar cooperation between School Garden Army and the State superintendent of schools has been equally gratifying, as most of the larger cities in Maine, and a large proportion of the smaller ones, have sent in records of large enlistments, and in Maine, as in New Hampshire, the parochial schools are making an admirable showing.

New Jersey affords an example of what school-supervised gardening means. Gardening has been officially adopted as a part of the program of the State Department of Education, and practically

every town and city in New Jersey has companies enrolled in the School Garden Army, using material and gardening instructions from Trenton, through a co-operative arrangement with the Federal Bureau of Education. A number of paid supervisors of gardening direct the garden work throughout the summer.

In Pennsylvania, the United States School Garden Army organization has been adopted by Philadelphia and Pittsburgh, the two cities vieing with each other in the number of enlisted soldiers in the garden army. "Garden soldiers" are also enlisting by the hundreds in Altoona, Reading, Williamsport, Harrisburg, Waynesboro, Johnstown, Oil City, and many other places. In Allegheny County outside of Pittsburgh, Orton Lowe, supervisor of school gardens, reports an enlistment of some 20,000 children.

The children of the "Nutmeg State" are showing an active interest in the U. S. S. G. A. New Haven, Bridgeport, New London, New Britain, Meriden, and Waterbury have pointed the way and other towns and cities are following. Delaware and Maryland report large enlistments, and the city of Baltimore has a paid supervisor who remains in charge of the work throughout the year.

New York State leads off with 40,000 children in greater New York, and a proportional showing in such cities as Albany, Elmira, Syracuse, Plattsburg, Rochester, Troy, Utica, and many other cities. The garden army director for New York has been recognized as a member of the "official family" of the State Department of Education, and has had active cooperation in the United States School Garden Army campaign which has been going on many months throughout the State.

PAID GARDEN TEACHERS AND TRAINED SUPERVISORS IN THE SOUTHEASTERN STATES.

The Southeastern States division of the United States School Garden Army, including the States of Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, and Mississippi, reports an enrollment of nearly 250,000 children. This huge army is being directed by over 2,000 teachers, a large number of whom are paid by local school boards, while many others are giving their services to the promotion of this work.

At the beginning of the garden-army drive all of the governors, State superintendents of education, and State councils of defense in the Southeastern States had, without exception, indorsed the garden-army plan of "A garden for every child—every child in a garden."

The States of Virginia and West Virginia report an enrollment of 95,000 children working under the direction of 650 teachers. All of the larger cities in West Virginia, with the exception of one, have paid supervisors, and many of the smaller towns are paying teachers to direct the garden work during the summer vacation.

Among the larger cities, Richmond, Va., and Atlanta, Ga., are conspicuous as having enrolled over 10,000 children each. A supervisor has been appointed in each of these cities to direct a corps of paid teachers, who will instruct the children during the summer vacation.

Recognizing the need for trained teachers of gardening, a number of the normal schools in the States in the southeastern

THE GARDEN BEAUTIFUL.

Every child has a right to a garden. The art of the vegetable garden has never been cherished in this country and it will be a great gain if we learn something of the nicety of culture which the exquisite gardeners of the world from Belgium to Japan so well understand.

As the school-garden movement develops I trust that not only food but flowers will be produced, because "the beautiful is as useful as the useful." A generation growing up with a real skill in gardening will possess additional safeguards for vigorous health and another source of pleasure and recreation.

Julia C. Lathrop.

division have incorporated U. S. S. G. courses in the garden departments. Three normal schools in Virginia, four in West Virginia, one in Georgia, and one in Mississippi, are now offering such courses. These students, who are being trained for garden teachers, are supervising the garden work of the children in the towns where the schools are located. Through this training, experience, and actual practice, these teachers will become qualified garden leaders when they take up their duties in the cities and towns.

FIFTY PER CENT INCREASE IN THE SOUTHWEST.

An increase of 50 per cent in the 1919 enlistment in the Southwestern States Division of the United States School Garden Army is recorded. The States comprised in this division—Tennessee, Missouri, Kentucky, Kansas, Oklahoma,

Colorado, Arkansas, Louisiana, Texas, and New Mexico—report 500,000 enlistments. Not only is there a large increase in the enrollment, but the school and home gardens of the young gardeners of the U. S. S. G. Army promise to double in value when harvested this summer and fall.

Each of the 10 States included in the Southwestern States division has introduced gardening as a required subject in the curriculum of the schools of the State. This has been done by the formal action of the State departments of education. Most of the larger cities and many of the smaller ones have introduced gardening in the fourth, fifth, and sixth grades, and are giving credits for the work, just as in other subjects. The number of cities that have conducted gardening operations under the plan outlined by the United States School Garden Army is 670. This is the largest number of cities doing garden work in any region in the United States. All of the larger cities have paid supervisors and assistants, and in instances where the finances of the city boards of education have not permitted of an appropriation many teachers have volunteered to supervise the work.

A large percentage of the population of the Southwestern States is rural and not reached by the School Garden Army activities, but practically all towns with a population in excess of 1,500 have taken an interest in the plans of the garden army.

In many of the homes in the larger cities the service flag of the garden army, with its crossed hoe and rake, is displayed in the windows just as the Red Cross and Liberty loan flags were displayed during the war. In the larger cities in Oklahoma almost every other house is displaying its garden flag, and the boys and girls are proudly cultivating their U. S. S. G. Army gardens in the back yards.

Arkansas reports an enrollment of 12,396 students in the army and 519 teachers and supervisors in the work. Kansas has 17,911 enrolled with 344 supervisors. Louisiana, which is a distinctly agricultural State, has an enrollment of 40,512 garden workers and 863 supervisors. The returns from Missouri are not yet complete, but up to June 15 the State had 47,200 enlistments, with 1,090 teachers and supervisors in charge. Tennessee and Kentucky have been a little slow in getting garden work started, but at present Kentucky has some 25,000 young gardeners and Tennessee about 18,000, and both of these States will be making larger returns within the next few weeks.

Oklahoma reports approximately 150,000 gardeners, with 188 cities actively

engaged in school supervised home garden work. Texas reports 130,000, with 123 cities doing this work. Both these States have placed gardening work upon a permanent basis and have adopted it as a distinct part of the school program through the action of the State boards of education. In the most Western States, Colorado and New Mexico, the United States Students' Garden Association has met as much success comparatively as in the more Eastern States. Denver, Colo., has an enrollment of about 13,000, with 500 teachers using the literature of the School Garden Army.

WESTERN STATES CAMPAIGN HAS SPECIAL FEATURES.

The Western States Division of the United States School Garden Army, which includes California, Oregon, Washington, Montana, Idaho, Wyoming, Utah, Nevada, and Arizona, reports an enrollment in excess of 150,000 children.

Seattle reports a "100 per cent school" as the Whitworth School announces that its seven companies indicate a 100 per cent enlistment of the pupils of seven rooms.

Governor Campbell, of Arizona, in conjunction with the State superintendent of instruction, has issued a joint letter to citizens and teachers of Arizona, urging that the boys and girls of the State be organized into the School Garden Army. In Utah the city of Ogden reports an enrollment of 1,500 boys and girls in the School Garden Army.

Governor Stevens, of California, in an official proclamation, set aside a special schedule for the enlistment of 150,000 California children and already 103,143 California boys and girls have volunteered for service in the school-garden ranks, pledging themselves to raise one or more food crops in 1919. The California State Fair will make awards, totaling hundreds of dollars, for the products of school and school-supervised home gardens.

A unique garden map, as engrossing as any map studied by the great military chiefs "over there," has been devised by the principal and pupils in the Garden Army ranks of the Latona School, at Seattle. The map is laid out in colors and garden work noted, white spaces showing tillable land not yet under cultivation, green denoting lots being cultivated, and brown spaces untilled land or land occupied by buildings. Squads of boys from the seventh and eighth grades of the school have canvassed the district in order to ascertain the total amount of land under cultivation. These boys also volunteered to spade the gardens of people who could not secure the services of plowmen. This school is endeavor-

ing to place under cultivation a total of 30 acres of land.

A garden film, showing the varied activities and achievements of the United States School Garden Army, is now in process of making, being sponsored by Seattle educational and civic organizations.

The climatic conditions of the Pacific Coast States offer exceptional opportunities to children for garden work, as in many sections the work may be carried

on throughout the year. In addition the children may combine floriculture and vegetable gardening. Gardening is a part of the regular program in the school curriculum of Los Angeles, San Diego, Pasadena, Fresno, Oakland, Alameda, Sacramento, Chico, and other California cities.

Montana reports an enrollment of 20,550 in the United States School Garden Army and Washington numbers 17,066 children in the garden ranks.

EDUCATION IN MILL COMMUNITIES A SPECIAL PROBLEM.

Bureau of Education Report on Mill Schools Urges State Legislation—Half-Time School Recommended.

That education in the mill villages of the South is a special problem; that it demands special State legislation in several of the Southern States, involving recognition of the need for supervision for mill schools, encouragement of part-time schools, and organization of these schools to meet the requirements of the Smith-Hughes Act for Federal aid, is the conclusion of Dr. Harold W. Foght of the Bureau of Education in his study of "A Half-Time Mill School," just published by the bureau.

Who the Mill People Are.

Dr. Foght points out that the rapidly increasing demand for industrial workers has drawn many of the less prosperous class of the southern rural population from the hill and mountain districts to the mill centers. As a people they are homogeneous; they are all English-speaking and of Anglo-Saxon and Huguenot origin. They are, in the main, of good blood and of fair native ability, but are badly in need of direction and, above everything else, education. They have brought down with them from the hills and mountains their own social standards and manners and customs, which do not fit into the new mill environment to any extent. The greatest hindrance to progress and industrial efficiency among the mill operatives is the prevailing large amount of illiteracy, which is the unfortunate heritage from their life in the remote hill and mountain sections. It is well to emphasize, on the other hand, that the average mill family should not be considered as inferior to other people. There are as many bright minds and true hearts among them as in any average community. One southern educator, President D. E. Camak, of the Textile Industrial Institute, near Spartanburg, S. C., feels that "they have been, as it were, waiting in the mountains and hill country till civilization needed them. With the proper training of leaders within their own ranks," he thinks, "they

will speedily develop a citizenry of remarkable strength and character."

Educational Needs of the Mill Community.

The mill community springs up usually on the edge of one of the larger incorporated towns or cities. It has none of the advantages of modern city policing and sanitary inspection and little of school education. It is neither urban nor rural, and is often permitted to develop with little regard to public control. The operatives' homes are usually the property of the mill corporation. The schools are often organized and maintained by the same authorities, and general welfare work, so far as there is any, is under corporate control.

The mill operatives are, with few exceptions, poor and have large families. Many of the adults among them are entirely illiterate and have a very limited outlook on life. Most of them were obliged to go into the mills at an age

"Mill people ought to have schools that can give them more than the fundamentals of an elementary education. This kind of school should teach the importance of good birth, good health, and sanitary living. It should make clear to people their responsibility and opportunity as members of the larger social group in community and State. It should offer practical and technical work that will help the operative to advance in his calling from a plain day laborer to a position of leadership in the textile industries. The school might include courses in textile designing, in mechanical drawing, in phases of mathematics, including mill calculation, and in electrical and steam engineering, and similar work."

when other children are in school or spending their time in the out-of-doors at play. The little schooling they are able to obtain is seldom of such a nature as to prepare them for places requiring greater skill. Women work in the mills in almost as large numbers as the men. Many married women who yet have children in arms spend most of the daytime at the spindles or at the looms.

Under these conditions the special educational problems of the mill community are considered to be:

1. How to organize school education for the children from babyhood up to the sixteenth year of their lives.
2. How to blot out the withering blight of illiteracy, adult or otherwise, which is seriously limiting the efficiency of the mill population.
3. How to instruct the adult population so as to increase their efficiency and so enable them to become more than mere "hands" in the mills.
4. How to assist the mill women to become better housekeepers and the men to become better supporters of their homes and upholders of community life.

Prevailing Type of Mill School.

Some southern mill schools are maintained as regular public schools, drawing State and local aid through public taxation, and are regularly supervised by State and local officials. Other schools of this class are supported in part from public funds and in part by the mill corporation. Many of the mill schools are owned and maintained wholly by the mill authorities, and thus lie entirely beyond the jurisdiction of public-school officials. Some of the schools are poorly organized and inefficient, while others of this class are among the very best in their respective States. For their efficiency the privately owned mill schools must depend wholly on the public spirit of the corporation which maintains them and on the ability and clear vision of the local manager in charge of the mill. Often the school buildings are poorly constructed and ill adapted to school needs. Uncertificated teachers are occasionally employed, compulsory attendance is badly enforced, and in many other respects the schools fail to give the mill community that vital form of education so necessary to lift the mill operative above the hard conditions under which he lives.

Public Becoming Awake.

Dr. Foght points out that the public is now generally aware that it has a mill problem, and State authority is beginning to take action to remedy the old evils. In South Carolina, for example, a State supervisor of mill schools has been appointed by law to have charge of this par-

EDUCATIONAL NEEDS OF THE MILL COMMUNITY.

[Recommendations by the Bureau of Education.]

1. Special State legislation in each of the Southern States where the mill problem is acute, with provisions for the careful organization, administration, and supervision of the mill schools in charge of special State officers working under the several State departments.
2. Encouragement of the part-time school, which has already been successfully demonstrated in the Textile Industrial Institute at Spartanburg.
3. Provision for the establishment of such part-time schools as public schools, considered as part of the public-school system.
4. Organization of these schools to meet the requirements of the Smith-Hughes Act for Federal aid to schools of this type.
5. Special provision for the establishment of continuation school classes for the adult operatives under State and Federal cooperation.

ticular group of schools. Similarly, Winthrop Normal and Industrial College, at Rock Hill, has begun to reach out to assist the mill villages in practical welfare work, which reaches from the school right to the operatives' homes, and Clemson Agricultural College is doing an equally good work in teaching thrift through home gardens, horticulture, and the like.

Thoughtful mill owners are as quick to see the advantages of good schools and practical welfare work as anybody. The best among the mill schools are organized to teach the village children in the rudiments of learning and also to assist the parents in various ways to make the most of the new life in the mill village. A good illustration of this kind of activity, at its best, can be studied at Saxon Mills, in the outskirts of Spartanburg, S. C. The mill corporation has erected and equipped the school building—Catron Hall—which is operated in part only on public funds. Here the children from the mill homes may acquire an elementary education, no better and no worse than is procured in village communities elsewhere. The school is not particularly well adapted to prepare and instruct the children of people with limited traditions

and of narrow vision for responsible citizenship and increased industrial efficiency. In this respect all the mill schools are weak. The school does, however, give the younger children the elementary school subjects and removes from them the blot of illiteracy which has marked their parents. But this is about all it can do for the children.

Community Work.

On the other hand, from the school emanate welfare activities that reach every home in the village. The work is in charge of a special community worker connected with Winthrop College, who receives her remuneration from the mill corporation. The community building, which is also used for school purposes, is fitted to meet the general social needs of the village. In it are an auditorium that seats 500 people, a lodge hall, a library having approximately 900 volumes, a reading room, a play room, a sewing room, a basement fitted with showers, and a room equipped as domestic science laboratory. The welfare worker has charge of the activities of the building, where lectures are held, and entertainments, games, and sewing and cooking classes.

A brief summary of the recommendations of the report are given elsewhere on this page.

EDUCATION AGAINST WASTE.

Everybody admits that our greatest national economic sin is the sin of waste. The next generation ought to be saved from the unhappy effects of that sin, so far as possible. The National Government has a scheme to help all who are willing to help themselves. Thrift Stamps and War Savings Stamps are a national blessing of far-reaching and untold value. Almost anybody can provide against financial hardship in old age if he is willing to save in childhood and youth. This great lesson should be taught and retaught and taught again until the practice of thrift becomes a fixed habit. Catch the tide at its turn, now, before the reaction has gone too far.—*Waitman Barbe.*

THE CLASSICS.

Modern intellectual civilization owes its rise to the recovery of Greek literature at the Renaissance. It would be tragic if, at the moment when the nation has risen to the height of its great ordeal in virtue of its maintenance of those high spiritual ideals which ancient literature does so much to foster, it should put out of its life the source and mainspring of its intellectual inspiration. The classics are a heritage to be cherished, not to the exclusion of other worthy and necessary subjects, but as an essential element with them in the full culture on which a noble national life can be nurtured and maintained.—*Report of British Ministry of Reconstruction on "The Classics in British Education."*

EDUCATIONAL LEGISLATION

Reports of educational laws enacted by a number of the State legislatures were published in Legislative Circular Nos. 20-22, issued by the Bureau of Education between May 31 and June 14. A summary of educational bills pending in the Congress of the United States, or bills containing educational provisions, was given in No. 23, June 21. These circulars are reproduced in summary form below. For a somewhat longer list the reader should consult the mimeographed circulars, which may be had on application to the Commissioner of Education, Washington, D. C.

United States Congress.

Bills introduced:

H. R. 7. (Towner).—To create a Department of Education, to authorize appropriations for the conduct of said department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

H. R. 1108 (Raker).—To make accessible to all the people the valuable scientific and other research work conducted by the United States through establishment of a national school of correspondence.

H. R. 1109 (Raker).—To create a bureau for the deaf and dumb in the Department of Labor, and prescribing the duties thereof.

H. R. 1134 (Raker).—To establish in the Department of Labor a division to be known as a woman's division.

H. R. 1169 (Candler of Mississippi).—To grant to the several States all the public lands therein for common-school purposes when the same shall become less than 50,000 acres in such State.

H. R. 1204 (Bankhead).—To promote the education of native illiterates, of persons unable to understand and use the English language, and of other resident persons of foreign birth; to provide for cooperation with the States in the education of such persons in the English language, the fundamental principles of government and citizenship, the elements of knowledge pertaining to self-support and home making, and in such other work as will assist in preparing such illiterates and foreign-born persons for successful living and intelligent American citizenship.

H. R. 1244 (Donovan).—To establish a national conservatory of music and art for the education of advanced pupils in music.

H. R. 2023 (Raker).—To create a Department of Education; to authorize appropriations for the conduct of said department; to authorize the appropriation of money to encourage the States in the promotion and support of education.

H. R. 2076 (Mapes).—For the retirement of public-school teachers in the District of Columbia.

H. R. 2841 (Walsh).—To establish a bureau for the study of criminal, pauper, and defective classes.

H. R. 2847 (Ogden).—Providing additional aid for the American Printing House for the Blind.

H. R. 3079 (Nolan).—To provide for the establishment of a division of civic training in the Bureau of Education.

H. R. 3143 (Caldwell).—To provide for further educational facilities by requiring the War Department to loan certain machine tools and scientific instruments not in use for Government purposes to trade and technical schools and universities.

H. R. 3405 (Howard).—To establish and maintain military training colleges in the several States of the Union, in Alaska, and in the District of Columbia.

H. R. 3911 (Welty).—To provide for the registration and Americanization of aliens.

H. R. 4095 (Harrison).—To authorize the Secretary of War to provide military instruction in the academies, colleges, and public high schools; furnish military equipment to same; and to detail officers as military instructors therein.

H. R. 4124 (Jacoway).—To establish marketing departments in agricultural colleges of the several States.

H. R. 4438 (Fess).—To provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment.

H. R. 5724 (Duffie).—To create a Department of Public Health; to authorize the appropriation of money for the conduct of said department; to authorize the appropriation of money for Federal cooperation with the States in the encouragement and support of public health work.

H. R. 5818 (Mapes).—Similar to H. R. 2076.

S. 15 (Smith of Georgia).—To create a Department of Education; to appropriate money for the conduct of said department; to appropriate money to encourage the States in the promotion and support of education; and for other purposes. (See also S. 1017.)

S. 16 (Smith of Georgia).—To establish engineering experiment stations in the States and Territories, in connection with institutions of higher technical education, for the promotion of engineering and industrial research as a measure of industrial, commercial, military, and naval progress and preparedness in times of peace or war.

S. 17 (Smith of Georgia).—Similar to H. R. 1204.

S. 18 (Smith of Georgia).—To provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment.

S. 29 (King).—To establish in the Department of Labor a bureau of citizenship and Americanization of naturalized citizens; to amend section 4 of the immigration act of June 29, 1906.

S. 233 (Robinson).—To encourage instruction in the hygiene of maternity and infancy, and to extend proper care for maternity and infancy; to provide for cooperation with the States in the promotion of such instruction and care in rural districts; to appropriate money and regulate its expenditure; and for other purposes.

S. 382 (Poindexter).—Authorizing the Secretary of War, upon the request of the governor of a State, to designate one or more commissioned officers of the United States Army to cooperate with the school authorities of the State in the establishment and proper conduct in any of the public schools of the State of the so-called Wyoming plan of military and physical training.

S. 472 (McKellar).—Similar to H. R. 3405.

S. 558 (Smith of Georgia).—Authorizing the Secretary of War to loan to the Federal Board for Vocational Education and to trade and technical schools, universities, and other organized educational institutions, machines, tools, equipment, and other supplies under the control of the War Department.

S. 794 (Myers).—Granting lands for school purposes in Government town sites on reclamation projects.

S. 819 (Owen).—To create a Department of Education.

S. 1017 (Smith of Georgia).—To create a Department of Education; to authorize appropriations for the conduct of said department; to authorize the appropriation of money to encourage the States in the promotion and support of education; and for other purposes.

S. 1019 (Stanley).—Similar to H. R. 2076.

S. 1538 (Sheppard).—To establish and promote civic, social, and health extension education.

S. 1642 (Sheppard).—To provide a division of municipal research and reference in the Bureau of the Census.

Minnesota.

Chap. 90, authorizing any school district having between 20,000 and 50,000 inhabitants to levy a school tax of not exceeding 16 mills on the dollar.

Chap. 129, authorizing school districts to establish special classes for blind children and providing State aid therefor.

Chap. 218, authorizing school districts to establish special classes for deaf children and providing State aid therefor.

Chap. 245, allowing county superintendents 7 cents per mile for the use of their own automobiles.

Chap. 271, authorizing a 10-mill school-tax levy in certain counties.

Chap. 320, requiring all children between 8 and 16 years of age to attend school during entire term and providing that instruction in the common branches shall be given in the English language.

Chap. 334, providing for a State board of education, to consist of five representative citizens; prescribing the powers and duties of said board; authorizing said board to appoint a commissioner of education, a deputy commissioner, several heads of departments, assistants, etc.; prescribing the duties of said officers.

Chap. 338, providing free tuition at the State university and State normal schools for honorably discharged soldiers, sailors, and marines, residents of Minnesota, who

saw service in the troubles with Mexico or in the European war.

Chap. 342, regulating the formation of consolidated districts.

Chap. 368, providing for the reeducation of persons disabled in industry.

Chap. 443, State aid for consolidated schools.

Chap. 445, providing for the establishment and maintenance of county free libraries.

Chap. 526, fixing maximum school-tax levies in common and special districts.

Missouri.

(From summary prepared by State department of education.)

S. B. No. 324 provides for an increase in salary of 50 per cent for county superintendents throughout the State. This bill was signed by the governor on March 28, and carried an emergency clause; therefore it was in effect at the time of the election of the county superintendents, on April 1.

S. B. No. 599. Passed and signed at the same time as No. 324. This bill affects St. Louis County only, and fixes the salary of the county superintendent there at \$4,000 per year.

S. B. No. 17. This is the new compulsory attendance law. It provides that every child between the ages of 7 and 14 shall attend school regularly for the entire term, and between the ages of 14 and 16 they must attend unless actually and regularly and lawfully engaged for at least six hours each day in some useful employment or service.

S. B. No. 335 provides for the apportionment of school funds upon the basis of the previous year's attendance in case of an epidemic, such as has existed this year.

H. B. No. 570 provides the necessary appropriation for carrying out the Smith-Hughes Act, establishing vocational schools.

H. B. No. 571 provides for part-time schools, to be established in any districts in the State wherein there shall be issued and in full force and effect not less than 25 employment certificates for children under 16 years of age.

S. B. No. 398 provides for the inspection and approval by the State University of certain colleges of liberal arts or other colleges including junior colleges and colleges preparatory to any college or any junior college, and provides further that the preparatory department may appeal to the State department of education in cases where the State University refuses to approve.

H. B. No. 55 provides for the supervision of the work of instruction in certain State institutions by the State superintendent of public schools.

H. B. No. 414 permits the State superintendent of schools to pay to the teacher-training inspector in the State department a maximum salary not to exceed \$2,500 per year.

S. B. Nos. 378 and 482 provide for the payment of tuition for children attending high school outside of the district in which they reside, in certain counties having a population of 80,000 or more and 250,000 or more, respectively.

H. B. No. 1009 provides for an appeal from the decision of the county superintendent to the judge of the circuit court in cases of revoking certificates.

H. B. No. 48 provides for establishing schools in any school district, under certain conditions, for children who are blind, deaf, crippled, or feeble-minded.

Joint and concurrent resolution No. 18 provides for the submission of a constitutional amendment at the next general election, allowing rural districts to vote \$1 for school purposes on precisely the same conditions that cities may vote \$1.

Under the provisions of House bill No. 1071, the general appropriation bill, the State department of education was given additional help in the way of two rural school inspectors and an addition to the clerical force.

New York.

(From summary prepared by State department of education.)

Chap. 74 requires boards of education to publish their annual reports during the month of July in each year. The former provision required the publication 20 days prior to the annual meeting.

Chap. 100 provides that the school census, which is taken on the 30th day of August in each year, must be made in duplicate—one copy to be filed with the teacher on the first day of school and the other with the district superintendent on or before the 15th of September.

Chap. 103 amends certain sections of the teachers' retirement fund law.

Chap. 106 amends the city school law relative to the election and appointment of members of the board of education or school commissioners in certain cities, where a portion of the board is elected and a portion appointed.

Chap. 109 provides for the compensation of teachers while in attendance at teachers' institutes or conferences required by law or by a regulation of the education department and also for the payment of their traveling expenses.

Chap. 112 provides for the use of State armories in connection with physical training work.

Chap. 120 amends section 550 of the education law by granting further time to alien teachers, who were subjects of countries allied with this country in the prosecution of the late war, to become citizens, in order that they may be continued in the teaching service.

Chap. 136 transfers to the commissioner of education the powers of the State board of charities relative to the New York State School for the Blind.

Chap. 164 amends section 979 of the education law relative to the payment of cost of maintenance and instruction of deaf and dumb pupils.

Chap. 176 amends section 878 of the education law by adding subdivision 3 relative to taxpayers, elections, and the issuance of bonds for school purposes in the city of Oswego.

Chap. 201 amends the law relative to State scholarships in Cornell University, particularly with reference to pupils who were in the military or naval service immediately preceding the examination for Cornell scholarships.

Chap. 232 amends the compulsory attendance law relative to proof of record of attendance and the issuance of certificate that a child is in proper physical and mental condition.

Chap. 297 provides for kindergarten training and instruction for blind babies and children.

Chap. 298 amends the law relative to the establishment of public libraries and the acceptance of gifts therefor.

Chap. 299 relates to the consolidation of city school districts and city boards of education of certain cities.

Chap. 303 adds section 638 to the education law and relates to certificates of principals and teachers relative to the attendance or nonattendance of pupils.

Chap. 368 increases the State apportionment for nonresident academic pupils from \$20 to \$40.

Chap. 531 amends the education law relative to part-time or continuation schools.

Chap. 559 provides for an increase of \$400 in the salaries of district superintendents.

Chap. 606 establishes 450 State scholarships for soldiers, sailors, and marines honorably discharged.

Chap. 617 provides for the instruction of illiterates and non-English speaking persons over 16 years of age and authorizes the Commissioner of Education to divide the State into zones and appoint directors, teachers, and other employees for this purpose.

Chap. 645 provides minimum salaries for public-school teachers employed in cities and for annual increments; also increases of salary of teachers outside of cities in the sum of \$100 over the amount paid during the present year; and makes appropriations for reimbursing districts for such increases.

Pennsylvania.

(From summary prepared by State Department of Education.)

S. B. 348 (Eyre)—An act providing for the establishment and regulation of consolidated schools and providing State aid for the transportation of pupils to and from said schools.

H. B. 828 (Curry)—An act regulating the election of school officers in second, third, and fourth class school districts.

H. B. 1168 (Reber)—An act authorizing school directors to furnish necessary food, clothing, and transportation to pupils attending open-air schools.

S. B. 348 (Eyre)—An act providing for the establishment and regulation of consolidated schools and providing State aid for the transportation of pupils to and from said schools.

S. B. 902 (Tompkins)—An act establishing first and second class city recreation centers, and authorizing the school districts to joint in the maintenance of said activities.

S. B. 1051 (Crow)—An act authorizing the governor, instead of the State board of education, to appoint normal-school trustees.

Tennessee.

Chap. 111, providing for the improvement of the system of public education of the State, providing an increase of the revenue therefor, and for the disbursement of a part of the school funds. Under law amended by this act one-third of gross revenue of the State was applied to schools. Sixteen per cent of this fund is now applied as follows: 3 5/7 per cent to each of three State normal schools for white persons; 1 6/7 per cent to Agricultural and Industrial Normal for Negroes; 3 per cent to Tennessee Polytechnic Institute at Cookeville. Five per cent of said fund is applied to payment for rural

school supervision. Fifteen per cent of said fund is applied to high schools. Two per cent is applied to vocational education. Additional State school tax of 5 cents on the hundred dollars.

Chap 142, providing for the adoption, publication, or printing of a uniform series of textbooks for the public free schools and high schools of this State and to provide the method of procuring such textbook for use in said schools; creating a State textbook commission, defining its powers and duties and that of other officers having duties to perform with reference to the adoption of said textbooks; fixing the compensation of said commission and providing penalties for the violation of this act.

Chap. 143.—State-wide law requiring attendance at school for full term by children between 7 and 16 years of age. Also requiring appointment of attendance officers in counties and independent districts.

Vermont.

No. 55—an act to provide for the appointment and removal of school superintendents by the boards of school directors.

No. 56—an act to amend section 1209 of the general laws relating to the definition of rural school. "Rural school" to mean any elementary school having not more than four teachers and offering instruction prescribed for the rural-school course.

No. 57—an act to establish the Vermont Teachers' Retirement System.

No. 58—an act to amend section 1232 of the general laws relating to the location and construction of schools.

No. 59—an act to amend section 1270 of the general laws relating to transportation and board of pupils. Pupils below third year of high school who reside more than $\frac{1}{2}$ miles from school may be provided with transportation or board; where board is provided State to pay \$1 per week toward expense thereof.

No. 61—an act to provide scholarships at the University of Vermont for students in the medical department.

DISAGREEMENT AS TO WHITLEY COUNCILS FOR TEACHERS IN ENGLAND.

At the conference of the National Union of Teachers, held in England last April, the suggestion concerning the setting up of Whitley committees for the teaching profession met with a lively response and led to a spirited exchange of opinion. In the course of discussion it was brought out that teachers ceased to be mere wage earners and like other workers demanded representation and joint control in the central and local school boards, for then "they would not have to stand respectfully on the mat, but they would get inside on equal terms, not only with the board of education, but also with the authorities." This means that the Whitley committees must act not merely in an advisory capacity, but they must have full power and be backed up by direct representation of teachers upon county and local education committees.

A different view on the subject of teachers' representation was taken by Mr. Hey, director of education in Manchester. According to the Schoolmaster writer, he disagreed with some of the

speakers as to the functions of the Whitley committee, which he thought to be applicable only to the industrial world, where it is difficult to find "fair means of dividing between the workmen and employers the cash equivalent of the produce of the workmen's labor." No such thing exists, in his opinion, in the teaching profession, for the teacher's produce is "not a tangible commodity." It is of a higher standard; hence, what the teachers needed, he thought, was something broader than a Whitley committee or direct membership on an education com-

mittee. He suggested the setting up of a joint advisory committee, constituted of representatives of the teaching staff, directly appointed by them, and representatives of the education committee appointed by the committee. This joint advisory committee should have "full power to consider and advise upon any matters appertaining to the administration and practice of education within the area." In other words the advisory committee would be consultative and not executive in character and be based on mutual confidence and cooperation.

SPIRIT OF SERVICE MUST BE FOSTERED.

(Continued from page 1.)

energy and fosters the development of initiative, resourcefulness, and freedom of thought. It is perhaps the most direct method of securing motivation, of fostering powers of interrelation, and of impelling students to self-discipline and hard work.

"Finally, the schools must recognize, as the Army has, that every citizen has abilities that render him capable of some useful service. It is one of the functions of the educational system to discover each individual's ability and develop it for useful service. The methods of rating, sorting, classifying, and placing men as developed by the Army are available for school use. As these methods come more and more into general use and as they are perfected the schools will gradually achieve a system in which ability rather than financial competency will be the entrance requirements for higher education.

"These suggestions offer a solution to the ever-present financial problem in education. Now schools seem to be hopelessly twirling in a vicious circle, viz, we can not have better teaching till we get more money for teachers and we can not get more money for teachers till we get better teaching. The Nation has just spent billions of dollars for training for national service. This was done with an elimination of less than 3 per cent as unfit. Is it hopeless to imagine that when the schools adopt a plan of training that promises to deliver goods on a similar scale, there will be money enough to support it?

The Ideal Since the Beginning.

"The achievement of these ends has been the ideal of the prophets of American education from the very beginning. These were the purposes which Benjamin Franklin sought to accomplish in the foundation of the academy at Philadelphia in 1749. Rensselaer Polytechnic was founded to secure these results. They were the purposes which Abbott Lawrence sought to achieve in the foundation of the Lawrence Scientific School at Harvard. Joseph Sheffield made his bequests to the Scientific School at Yale with the same end in view. They were the conceptions back of the establishment of the Michigan Agricultural College and the Farmers' High School of Pennsylvania in 1855. They compelled the Morrill legis-

lation which led to the establishment of the land-grant colleges. They have been expressed effectively in many ways in agricultural training; and in the mechanic arts they have been achieved most fully in the vocational training work of the War Department during the present emergency. They would have been attained with equal fullness in the collegiate work of the Students' Army Training Corps had this experiment lasted long enough to overcome the serious handicaps with which it was encumbered at the start.

Eighty Separate Agencies.

"The progress that was made during the war was possible, because the management of the schools was centralized in a single organization under military control. Now that the necessity for military control has passed, there are about 80 different offices in Washington charged with the direction of 80 different aspects of national education. The actual control of education is, however, vested in the several States and in a multiplicity of privately owned and managed institutions. Obviously progress would be accelerated if some coordination of these infinitely varied elements of control could be secured without impairing the local control by States and individuals.

Voluntary Cooperation Needed.

"In peace time this coordination could not and should not be brought about by autocratic methods but by voluntary cooperation of all concerned. What is needed to accomplish this is a Federal educational council or department of education or national university that would define the national problems of education, industry, economics, social and municipal organization, politics and commerce, and point out the lines along which fruitful solutions of these problems might be secured. Such an organization would be able to unify the school system, not by legal authority, not by the distribution of funds, but by the discovery and the allocation of tasks that ought to be performed in order to achieve the end sought.

"The pressure of national peril is removed. If the war experience has served merely to stir our emotions profoundly without at the same time clarifying our thought, education will lapse into its formalistic, prewar condition. But if we interpret intelligently the concrete image that has been wrought in the schools by the war experience, and proceed to develop along the lines thereby suggested, education will advance rapidly toward the realization of a national school system which may safely serve as the bulwark of a lasting democracy."